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## **What are the perceived career, educational and personal needs of secondary students by grade level?**

Steven Charles Bicknase

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## **What are the perceived career, educational and personal needs of secondary students by grade level?**

### **Abstract**

As the world has become increasingly more complex in the 20th century, the demands and pressures placed on individual societal members has risen significantly. Schools, as the primary societal agents responsible for the educational development of our youth, have experienced increasing pressures relative to preparing students for adulthood. Once primarily concerned with academic learning, schools have become increasingly aware of student needs beyond the areas of classroom learning. The inception of school guidance and counseling programs is evidence of the commitment of schools to meeting the career, educational and personal needs of students, particularly at the junior and senior high level.

WHAT ARE THE PERCEIVED CAREER, EDUCATIONAL AND PERSONAL NEEDS OF  
SECONDARY STUDENTS BY GRADE LEVEL?

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A Research Paper  
Presented to  
The Department of Educational Administration  
and Counseling  
University of Northern Iowa

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education

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by  
Steven Charles Bicknase  
July 1984

This Research Paper by: Steven Charles Bicknase

Entitled: What are the Perceived Career, Educational and Personal  
Needs of Secondary Students by Grade Level?

has been approved as meeting the research paper requirement for the  
Degree of Master of Arts in Education.

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## Chapter One

### THE PROBLEM

#### Introduction

As the world has become increasingly more complex in the 20th century, the demands and pressures placed on individual societal members has risen significantly. Schools, as the primary societal agents responsible for the educational development of our youth, have experienced increasing pressures relative to preparing students for adulthood. Once primarily concerned with academic learning, schools have become increasingly aware of student needs beyond the areas of classroom learning. The inception of school guidance and counseling programs is evidence of the commitment of schools to meeting the career, educational and personal needs of students, particularly at the junior and senior high level.

Our school systems over the years have employed an increasing number of school counselors and yet the evidence from research indicates that the needs of many students are not being met. (Kriedberg, 1972; Grant, 1954) Increasing numbers of teenage pregnancies, drug abuse, broken families, low self esteem and confusion over what career choices are available, reflect some of the varied needs that counselors have to address. Clearly, numerous societal factors have contributed to the rise in student problems. However, counselors needs to be aware of the students' needs in order to be of help. Thus, the counselor needs to focus on what societal factors influence his/her role in order to serve students better.

Counselor effectiveness has been constrained by two factors: first, the overwhelming degree of counselor responsibilities. This assertion was validated by Whalen (1977) who stated that the counselor "is now expected to assist the student in making adjustments to the school, in selecting courses, in considering career choices, in determining personal aptitudes and interests, in coping with problems at home, and in finding appropriate employment or continuing educational placement on graduation." Second, teachers, administrators, parents, counselors and students all perceived the counselor's role as being different. These two factors then, added responsibilities and varied role definition, have contributed to the frustrations that counselors face concerning role definition.

Although considerable research has been conducted on the role of the counselor as perceived by teacher, administrator, parent and counselor (Thomson, 1977, Koten, 1977, Trump, 1977) little research exists which delineates what students perceive the counselor's role to be. An understanding of students perceptions is critical to the improvement of counseling services which meet students' needs. This has been best described by Hayes (1977) who stated "if your guidance program is to effectively and efficiently meet the needs of your student population it must be designed to suit that population." (p. 11) He further noted that "once you have established the need, you can determine, through a process of problem solving, how to reduce or eliminate the need." (p. 12)



### Statement of the Problem

The primary purpose of this research study is to determine the perceived needs of junior and senior high school students.

Specifically, the following research questions will be addressed in the study:

1. What are the perceived personal (emotional, social) needs of junior high school students?
2. What are the perceived personal (emotional, social) needs of senior high school students?
3. What are the perceived career (exploration, planning, working) needs of junior high school students?
4. What are the perceived career (exploration, planning, working) needs of senior high school students?
5. What are the perceived educational (academic, testing, college selection) needs of junior high school students?
6. What are the perceived educational (academic, testing, college selection) needs of senior high school students?
7. What are the perceived differences between (personal, career, educational) needs of junior and senior high school students?

### Significance of the Study

The role of the counselor as viewed by the counselee is extremely important in relation to the availability and utilization of counseling services. As noted by Heiflon (1960) "there is little doubt that the effectiveness of any counseling program is dependent upon the counselee's perception of the role of the counselor." (pp. 133-136) Clearly, a study of counselee perceived needs will provide important

information toward both a better definition of the counselor's role and an understanding of discrepancies which exist between service, appropriateness, availability, and utilization.

#### Assumptions

The study is based on the following assumptions:

1. The River City High School Guidance Services: Conceptual Model is a valid measuring instrument for measuring students needs.
2. The respondents who complete the survey instrument are representative of the identified school populations.
3. The responses on the completed survey instrument represent honest perceptions of the respondents.

#### Limitations

Results should be interpreted in light of the following limitations:

1. The study will be conducted with only one section of grades 7, 9, 11 in each of two schools.
2. The schools are small (320 students K-12) and rural in nature.
3. Both schools are within 20 miles of each other and located in a midwest geographical area.
4. Schools in which the ninth grade is a part of the junior high school may have difficulty relating the results of the study to their schools.

Thus, the size of the study sample, the transitional ninth grade and the restriction to one geographic region, limit the formulation of generalizations about the findings to larger schools and to different regions.

## Definitions

The following definitions will be used in this study:

1. Needs. It is the discrepancy between a current status and a desired status. Need is not necessarily an indication of an ill to be remedied, but rather a direction in which an individual wants to move. (American College Testing Program, 1983, p. 17)
2. Needs Assessment. It is an organized, systematic approach to obtaining information about the needs of students or any group of individuals. (Adamson, Jenny Boller, 1976, p. 1)
3. Counselor. It is the person who is given the primary responsibility for establishing relationships with students that facilitate individual growth and development, who aids students in understanding the variety, depth and breadth of their personal experiences, and who will help students become aware of career and educational opportunities and choices that are available to them. (Smith, Ricky Lee, 1982, p. 7)
4. Guidance Programs. It is all of the guidance and counseling services provided in secondary schools. (Smith, Ricky Lee, 1982, p. 8)
5. Secondary School. It is grades 7-12.
  - A. Senior High School. A school which includes grades 9-12.
  - B. Junior High School. A school which includes grades 7-8.

## Chapter Two

### REVIEW OF RELATED LITERATURE

Determining the needs of junior/senior high school students seems to be an important priority of teachers, administrators, parents, counselors, and students. Perceptions of the counselor's role by these significant groups will provide necessary input to assess and meet the needs of junior/senior high school students. Significant studies have been undertaken to find out what perceptions teachers, administrators, parents, counselors, and students have about the role of the counselor. (Koten, 1977; Dietz, 1972; Thomson, 1977; Whalen, 1977) The purpose then of this study is to determine what junior and senior high school students perceive to be their needs from a counseling program.

This chapter will review literature regarding perceptions under the following four headings: (a) Perceptions of general counselor roles, (b) Perceptions of junior high counselor roles, (c) Perceptions of senior high counselor roles, (d) Student perceptions of junior/senior high counselors, and (e) Student needs assessment. In addition, how to conduct and use a needs assessment instrument will be described in detail. The chapter will conclude with a brief summary of the information.

#### Perceptions of General Counselor Roles

In recent years the counselor has come under severe criticism from teachers who have their own opinions regarding what the counselor's responsibilities should be. Thomson (1977) indicated that teachers believed counselors should resolve student behavior problems. Koten

(1977) suggested that when such problems were not solved instantly, teacher/counselor relationships deteriorated. Furthermore, Koten stated, "teachers seem to be anxious about counselors visiting the classroom and doubt the counselor's skill in dealing with problem classroom situations." (p. 21) In addition, teachers believed counselors were ineffective, wasting the general public's time and money. Stack (1977) found that teachers resented the fact that counselors had a higher status and pay grade. He stated that "part of the conflict here is because the words 'teacher' and 'counselor' are still used interchangeably." (p. 34)

The counselor's inability to articulate his/her role to the school's staff was seen as one of the major causes of interpersonal communication breakdowns between counselors and other school personnel by several writers. (Wittmer & Myrick, 1974; Dietz, 1972) Wittmer and Loesch (1975) stated that "the secondary teacher views counselors as administrators, overpaid clerks, or privileged characters among school personnel." (p. 188) In addition, Wittmer and Loesch concluded their study by listing the following teacher perceptions of the counselor: (a) counselors pull students out of my classes at the most inopportune times, (b) counselors seem to coddle students, (c) counselors have no classes, no bells, no discipline, (d) counselors are too permissive, and (e) what do counselors do precisely.

In contrast to Wittmer and Loesch (1975), Gibson (1965) found that an overwhelming majority of secondary school teachers believed that school guidance programs made a positive contribution to the instructional program. However, Gibson concluded by saying that

teachers "feel there is over-testing and lack of interpretations of tests and that counselors do not communicate their role function clearly." (p. 421). More recently, Pershing and Efstathios (1981) stated that teachers view career guidance as important, but that it was not being provided by the guidance department. Thus, Pershing and Efstathios suggested that school counselors take the initiative in fostering positive interpersonal relationships with teachers and in so doing keep the lines of communication open. Research into administrators' perceptions of the counselor's role has produced some interesting results.

Buckner's study (1975) suggested that administrators believe counselors should conduct class discussions on school rules, and inform the administration and parents of student's deviant behavior. In another study, Thomson (1977) suggested that principals "want crises averted, recommendations written, and parents conferenced." (p. 1-2) Dietz (1972) found that principals' perceptions of the counselors' roles in functional activities ranged from slight to quite positive and that individual counseling was not perceived very highly by principals. Clearly, this leads to confrontation with counselors over counselor functions, which Boy and Pine (1980) suggested might be resolved by the individual counselor and the principal negotiating a performance contract in which both describe their role expectations. Another area examined was the perceptions of parents regarding the counselor's roles.

Thomson (1977) found that parents wanted advice for students on course selections and assistance with college entrance. Parents also

indicated, in a study done by the Ohio Department of Education (1975), that it would be desirable for counselors to possess work-related experiences in the fields which they were recommending to students during the career selection process. Furthermore, parents accepted the fact that their children needed guidance in planning their careers, which included testing for career development. The feeling expressed by most parents was that counselors were falling far short of their expectations. However, as early as 1961, Bergstein and Grant found that parents perceived counselors to be more helpful than their best family friends--or their school principals. Finally, they concluded that parents perceived counselors as more helpful in educational planning and vocational areas than in personal problem areas. It is against the background of teacher, administrator, and parent perceptions that attention will now be turned to the counselors' views of the counselor's roles.

The counselor's definition of his/her role is often a combination of the role definitions of school boards, administrators, teachers, students, parents and counselors. (Ivey & Robin, 1966) Thomson (1977) believed most counselors wanted to perform primarily personal and individual counseling. Whalen (1977), who at the time of printing was a practicing counselor, stated "the heart of the counselor's role should be direct service to the child." (p. 92) Koten (1977) perceived the counselor's role as: (a) individual counseling, (b) vocational/college counseling, (c) parent counseling, (d) teacher consultation, (e) scheduling, and (f) group counseling. Career counseling and group counseling were the two areas in which counselors

believed students had the greatest need, with conflict existing between counselors as to whether their function should be described as that of a generalist or as that of a specialist.

In summary, research has indicated that counselors performed educational and vocational advising (Dunlop, 1965); yet according to Kriedberg (1972) and Jacobs (1971), counselors were less responsive to personal needs of students and the expectations of parents. Studies also suggest that guidance personnel have been described as poorly prepared to conduct personal and emotional counseling in schools. (Kriedberg, 1972) Evidence suggests disagreement on the advisability of counselors teaching at least part of the day. (Willis, 1973) Other functions include the counselor doing administration and interpretation of tests, and the counselor having responsibility for disciplinary procedures. (Gibson, 1965; Willis, 1973; Kriedberg, 1972) Finally, there was considerable agreement that the role of the counselor was largely determined by the school community.

This section has attempted to focus on perceptions of the role of the counselor by teachers, administrators, parents, and counselors. Although these general perceptions are important when formulating a definition of the counselor's role, greater clarification of the specific job-related functions to grade levels needs to be explored.

#### Perceptions of Junior High Counselor Roles

This section will attempt to determine the perceptions of the role of junior high counselors in the Personal Counseling, Career Development, and Educational Planning areas. Therefore, a model will be presented to serve as a criterion basis for comparison.



In the last two decades the junior high school has emerged as a grouping of students which facilitates the development of the early adolescent. The junior high school should not be classified as either elementary or secondary, although it contains aspects of both levels. As a school with a distinct student body with unique needs, it should contain a guidance program specifically tailored to meet the needs of its students, according to Cole (1977). Brod (1968), speaking at an APGA (American Personnel and Guidance Association) convention, strongly advocated "a guidance program specifically designed for the unique population of the junior high school." (pp. 292-293) He cited the need for more counselors trained in the following areas: (a) consultation, (b) the specific needs of the junior high school child, (c) test interpretation, (d) learning theory and curriculum, and (e) group work.

In conjunction with Brod, Ryan (1978) authored an American School Counselor Association position paper on the role of the junior high school counselor. The paper suggested individual counseling, consultation with the school staff, parent involvement, and community contact as major components of a junior high school guidance program. A model for a junior high school counseling department was then developed by Hutchins and Cole (1977), consisting of the following four areas: counselor, consultant, coordinator, and curriculum specialist.

According to Ryan's (1978) view, the role of the counselor should be of a preventative nature and the counselor should use a developmental approach to an immediate crisis. At this level he/she

should value and develop coping skills, thus assisting students to better handle difficulties they may encounter. Group counseling may also be very effective because junior high students enjoy being involved with peers, working on communication skills, and dealing with such conflicts as those arising in their parent, peer, and teacher relationships.

The consultant's role in Ryan's (1978) model would be to serve as a counselor to the entire school, and would encompass consulting parents, teachers, administrators, peers, or other persons for the benefit of the student. In addition, Ryan stated that the coordinator's role should involve allowing the counselor to refer the student to a more appropriate or a more skilled helper than the guidance program provides. He/she often helps to identify children needing special services or opportunities, emotionally disturbed or gifted students, outstanding citizens, indigent children, budding artists, and part-time workers. (1978)

Finally, being the curriculum specialist should permit the counselor to specialize in such areas as growth and development, career information, communication skills, human relations and student appraisal, all of which encompass the area of group guidance. Structured exercises could then be established to teach students to resolve the group conflict so frequent to the age. (Hutchins and Cole, 1977) The model represents what junior high counselors' functions should include, but research on parents' perceptions of the junior high counselor provides some interesting conclusions.

The Ohio Department of Education (1975) conducted a study to determine the parent and student acceptance of vocational education and current practices employed by functioning vocational educators and guidance services in public schools of Ohio. In this study, two of the significant areas of support by parents were guidance planning for careers and acceptance of testing to assist in career development. Of interest was the support given to career development for freshmen in addition to the seniors tested. Parents expected a realistic approach to career education which prepared students for college, vocational schools and the world of work. This study found that parents' expectations were higher than what they perceived their children were presently receiving from a counselor.

Bergstein and Grant's (1961) survey found that parents of junior high students were not likely to name the counselor as a helpful person. Students in upper grades of junior high rated counselor's help in educational areas, with vocational and personal (emotional-social) responses being rated favorably but not as favorably as educational needs. Thus, educational planning was seen as most significant by the parents of eighth graders, with counselors being perceived as more helpful than family friends and school principals.

Parents and students were studied by Mason, Arnold and Hyman (1975) to determine what they expected and what they actually received from counselors in the following areas: personal and emotional counseling, college advising, vocational advising, program scheduling, testing, teaching, discipline, and attendance. In this study, 153 students and 153 parents responded to 44 questions. Parents rated personal needs

as high, yet rated supportive services such as helping students understand why they do some of the things they do, listening to problems they may have with teachers, and advising teachers how to help their pupils as much less important. In contrast, students rated personal needs as of little importance and rated supportive services as being of great significance.

This section has attempted to discuss the personal, career, and educational needs of junior high students as perceived by teachers, administrators, parents, and counselors. It was found that parents' expectations were higher than what they perceived their children were receiving in career education. In addition, parents were likely to say counselors were helpful. They did, however, perceive junior high counselors as being more effective in educational planning than in career development and personal counseling. Parents rated personal counseling as high, yet gave a low rating to such personal areas as helping students understand themselves, listening to problems they have with teachers, and advising teachers on how to handle certain students. Clearly, parents in this study contradicted themselves.

#### Perceptions of Senior High Counselor Roles

To get an all-encompassing view of the counselor's role, one need to consider counselor role on the senior high level. Consequently, this section will focus on the high school counselor's role as perceived by teachers, administrators, parents, and counselors in regard to meeting career development, educational planning and personal student needs. The Office of Education, Washington, DC (1975) asked Grand Haven, Michigan guidance counselors to formulate a state program

to be disseminated to other schools throughout the state. The counselors' formulated the following model: (p. 87)

#### STUDENTS:

#### EDUCATIONAL RESOURCES:

<u>Career Center</u>	<u>Class scheduling</u>	<u>Evaluation and revision of Curriculum</u>	<u>Teaching staff</u>
	<u>Sophomore orientation-decisions course</u>		<u>Teacher and counseling-meeting</u>
	<u>Sophomore interviews-achievement and interest</u>		<u>Inform students of career-information</u>
	<u>Junior class testing, scheduling</u>		<u>Introduction to class activities</u>
	<u>Post secondary testing</u>		<u>Career Center</u>
	<u>Senior scholarships</u>		<u>Teacher and counselor concerns, Senior survey.</u>
	<u>Senior interviews-referral service</u>		<u>Five-year Follow-up study</u>
	<u>College application and schools</u>		<u>Seventh semester graduate study</u>
			<u>Local labor information</u>

The Grand Haven senior high school guidance department utilized in the study of Office Education (1975) was one of five schools selected in Michigan to help produce a guidance model for the state involving grades 10 through 12. The mandate from the state was to study the program, improve it in some areas, and then to disseminate and display what was going on in the Grand Haven system to other school districts within the state. The success of the Grand Haven Model after it was disseminated has not been recorded. By examining this model, the present study can proceed by discussing teacher perceptions of the role of the high school counselor.

Gibson (1965), in his study of 208 secondary teachers in Michigan, Ohio, Indiana and West Virginia, found that secondary school teachers were of the opinion that school guidance programs do make a positive contribution to the instructional program of the school. He further found that 36% of the teachers surveyed believed the school guidance program should be identified with school administration, while 37%

said the direction of the guidance program should be the responsibility of the chief administrator. Also, 68% of these teachers believed the guidance program should be associated with the instructional staff, with the counselor's main emphasis being upon individual counseling services. Gibson found that teachers believed the most important counselor activities were involved with informational services, along with test administration and interpretation. Teachers indicated that involvement with personality, vocational aptitude, achievement and interest tests were the most valuable functions of senior high counselors. In addition, teachers in the Gibson study rated intelligence and academic testing as lowest among counselor functions.

Counseling, according to Gibson (1965), was the heart of the guidance program; and 76% of the teachers in his study believed that they should have access to student files. In addition, teachers stressed very strongly the need for occupational and educational information and believed they should have some input. Teachers found "Career Days" and "College Days" to be of help also. Gibson further found that teachers in his study believed that counselors should help students to secure employment and post-high school educational opportunities.

Pershing and Efstathios (1981) conducted a study of 248 vocational teachers who indicated a belief that career guidance was important, but that counselors were inadequately meeting the needs. In spite of this, however, teachers held the belief that counselors were helping student: (a) adjust to social environment, (b) select curricula, programs, courses, and classes, and (c) make educational plans by providing

information. Of significance was the positive attitude towards career guidance by older male teachers. The more experience a teacher gathered, the more positive he/she became towards career guidance.

An eight-year study (1972-1980) by Valine, Higgins, and Hatcher, (1982) of teacher attitudes found that of 103 teachers surveyed in 1972 and of 100 surveyed in 1980, that 56% of the teachers in the 1980 study responded that the counselor rather than the principal was a resource person for the student. In addition, 79% of the teachers in the 1980 study stated they would go to the counselor first with a student's emotional concern. Valine, Higgins and Hatcher further concluded that teachers in the 1980 study showed a more positive attitude toward the adequacy of the professional preparation which counselors received. The study therefore concluded that the 1980 teachers were much more positive towards the counselor than the 1972 teachers.

Wittmer and Loesch (1975) assessed elementary and secondary teachers' views of the role of the counselor between January and March of 1972 by selecting 174 schools (52 secondary schools and 122 elementary schools) in six Florida counties. They used SSIR (School Survey of Interpersonal Relationships, Wittmer, 1971), using five responses and found the responses significant at the .01 level. They found that secondary school teachers were more critical and more unsure of the job functions of the counselor than were other school personnel and parents. In addition, they found that (a) 51% of the teachers in their study believed counselors should teach classes, (b) 46% said counselors should be involved with discipline. (c) 24% said counselors did too much testing, and (d) 62% of the secondary teachers believed counselors had a privileged position.

In contrast to the Wittmer and Loesch (1975) study, other research has indicated administrators' perceptions of the counselor's role to be quite different from teachers' perceptions of the counselor's role. Whalen (1977) stated that principals need specialists to support themselves and a guidance counselor should be one of these specialists. This arrangement, Whalen suggested, results in principals expecting the following from counselors: (a) assisting students in adjustment to school, (b) helping students in selecting courses, (c) helping to consider career choices, (d) helping to determine personal attitudes and interests, (e) helping to solve personal problems at home, and (f) giving help to students in finding employment or continuing educational placement on graduation. Whalen concluded by stating that counselors should be involved with special programming for students with learning disabilities.

Dietz (1972) conducted a study involving 169 principals to determine their perceptions of the counselor's role. He developed a principal attitude scale (26 questions), which was designed to measure the 10 American School Counselor Association (ASCA) counselor role and function recommendations. Results indicated that placement (master schedule) was perceived by the principals as the most positive. Dietz believed this was because placement was determined to be an administrative function. Furthermore, public relations ranked second highest in the Dietz study and he hypothesized that this finding reflected the principals' belief that good public relations would help bring in more funds to the school district. The 10 most positive



responses of perceived counselor roles were--placement, public relations, staff consultation, program development, educational and vocational planning, individual counseling, pupil appraisal, parent help, referral, and research. Dietz concluded that administrators have not appreciated the full impact of good professional counseling in schools, as was reflected in their ranking of counseling in the sixth position on the principal attitude scale.

A significant study by Buckner (1975), who distributed questionnaires to 25 counselors and 25 administrators, found that 80% of the administrators wanted the counselor to conduct class discussions on school rules. (Performance of such a task would constitute a violation of the ASCA Code.) In addition, 100% of the administrators in this study believed that counselors should "inform administrators and parents of deviant student behavior," (p. 190), this type of informing is supported by the ASCA Code. Buckner concluded by stating that administrators in his study believed counselors should help students to plan programs, help them to make careful weighted decisions, and assist them in the formulation of appropriate career/college plans. The perceptions by administrators and teachers of appropriate counselor role provides an interesting background and can be examined in relation to parents' perceptions of senior high counselors' roles.

Parents' perceptions of the high school counselor's involvement with pupils in situations growing out of anxiety, concerns, or needed information related to educational-social adjustment were studied by Bergstein and Grant (1961). The study included 50 pairs of parents

(from grades six, eight, 10 and 12) who were matched according to the abilities of their children. Respondents answered five questions and results were significant in all cases. The researchers found that parents perceived the counselor as being most helpful with educational planning, vocational planning, and personal problem solving. Furthermore, Bergstein and Grant found that counselors were rated more highly than were principals in the areas studied and were considered on a par with close family friends in terms of being helpful. Parents of 12th graders thought the counselors were the most helpful school personnel. Although perceptions of administrators, teachers, and parents are important, it is also necessary to direct attention to how counselors perceive their role.

Hitchcock (1953) surveyed 1282 counselors from 1255 schools throughout the United States. He found that of the 1152 counselors who assisted students in occupational choices, 40% believed that this was not appropriate for their job. Of 986 counselors who helped students when they were failing, 41% said it was not job appropriate. While 893 counselors carried out test interpretation, 37% said it was not job appropriate, and of 1101 counselors who assisted teachers with student problems, 37% stated this was not their job. Clearly, one can see that there has been some degree of contradiction among counselors themselves regarding the nature of their role within the school environment. Martyn (1957) concluded in his study that "counselors spend from 43.1% to 80.7% of their time doing clerical work." (p. 440) While these findings should be considered, it must be noted that both the Hitchcock and the Martyn studies are at least 25 years old.

Leaverton (1976) studied the role of the counselor, as perceived by students and counselors in three Colorado public schools, each one having a different total enrollment. From each school, 15 counselors and 75 students were involved in the study. Leaverton concluded that there were eight areas of differences between the students and counselors. Counselors perceived that they were (a) providing good career resource centers, (b) helping parents develop realistic perceptions of their child's aptitudes, abilities, interests and attitudes, (c) contributing pertinent information to faculty members concerning a client, (d) explaining to students and parents the guidance and counseling services of the school, (e) maintaining updated educational/occupational files readily available to students, (f) serving as a liaison between parents and teachers, and (g) providing students and parents with information regarding referral to other specialists or community agencies and interpreting test results to parents. In contrast with students, counselors in the Leaverton study believed that they should not be involved in disciplinary problems.

The purpose of this section was to focus on teachers', administrators', parents', and counselors' perceptions of the roles of the high school counselor. Research indicates that teachers were most united in their support for occupational and educational information, and that they would send students with personal problems to the counselor rather than to the principal. Further evidence suggested that teachers believed that counselors did too much testing, and that administrators associated counselors with administration, and gave them administrative tasks. Parents, especially parents of seniors, found

the high school counselor very helpful, particularly in the area of educational planning. Parents also believed that high school students would seek help from the counselor before going to the principal or a close friend. Last, it was concluded that counselors had differing interpretations of their roles, although there was general agreement that career development was important.

#### Student Perceptions of the Junior/Senior High Counselor

For a guidance program to be successful, student perceptions should be considered. Therefore, this section will concentrate on student perceptions of junior and senior high school counselors from past to present. This section will conclude with a description of a student needs assessment form.

To determine the perceived career guidance and counseling service needs of junior high school students, Haughey and Bowman (1980) conducted a study of 430 students chosen from grades seven, eight and nine. They found that, regardless of grade level, most students were aware of counseling services, but urban students perceived guidance topics as being available more than did rural students. Bowman and Haughey concluded that the following eight points were significant findings of this study: (a) that students were formulating educational and career needs during the seventh and eighth grades, (b) that students were influenced by college visitations, (c) that students perceived counselors for crisis situations, not for information, (d) that the student's socio-economic background influenced decision making needs, (e) that students desired job information, (f) that students relied upon the mass media for job information, (g) that parents were

dominant influences on students educational and career needs with the counselor being of little help, and (h) that urban students rated counselors higher than did rural students, with students finding career information for 10th grade to be important.

The Ohio Department of Education (1975) study also concluded that junior high students were aware of career education and wanted to receive more information from counselors about careers. Haughey and Bowman's (1980) study reflected an important junior high perception--that personal counseling was more significant than was the mere handing out of general information by counselors.

Brough (1965) conducted a study involving 631 eighth graders to determine students' ideas and attitudes toward the role of the junior high counselor. His study noted that the highest response was to the item dealing with the counselor discussing his/her role in classroom visitations. Discussion with the counselor was the next item responded to most frequently. The study therefore tends to validate the point that student perceptions of the junior high counselor are a result of actual experiences in counseling relationships.

Smith and Wilson (1976) concluded that exploration of self realities and career possibilities enables junior high students to discover their personal strengths and weaknesses and to relate these to further careers. During the junior high years decisions regarding high school course selection are required, which may lead to tentative entry-level job choices.

Research indicates that students have a contrasting perception of the senior high counselor. Students perceived the senior high

counselor as being helpful in post high school planning, in test interpretation, in school and vocational planning, and, to a lesser degree, in helping with personal problems. (Caravello, 1958; Grant, 1954; Houghton, 1956). Heilfron (1960), who studied 107 high school juniors divided equally among boys and girls, found that students believed counselors should be working with those who have overt problems.

Jones and DeVault (1979) stated that three-fourths of high school juniors surveyed found they needed career counseling services, with one-half stating they had received little or no assistance. Bewley and Diedrich (1979) undertook a major national study of high school seniors, including 17,000 seniors from approximately 130 public and private schools. They found that 88.5% of the seniors reported seeing their counselor one or more times during their senior year, while 47% reported having been to a counselor in a group. Thus, a total of 92% of the students saw a counselor either individually or in a group during their senior year. Jones and DeVault found that seniors planning to attend four-year colleges saw the counselor more often than did non-college bound seniors. In addition, it was determined that black students visited the counselor more often than white students during the school year, and that the black students wanted to have more sessions. Also, 51% of the black students in the DeVault study found the counseling sessions to be very helpful. However, in a follow-up study done one year later, these same students found the counseling they received as seniors to be of little use.

In another study of seniors, Gibson (1962) surveyed 904 seniors from 12 secondary schools across three states, with a follow-up interview involving 10% of the respondents. Gibson found that 94% of the seniors believed the guidance program was of value, yet 56% reported not being sure of what activities or functions the guidance program offered. He also found that 52% of the students wanted to see their cumulative records, that 86% of the students believed they knew their strong and weak areas regarding abilities, aptitudes and interests, and that 56% believed they did not know themselves well enough yet. Gibson's third finding was that 49% of the seniors stated there were occasions when they wanted to talk to counselors about personal problems, but that counselors were not available. Students did make it clear that they would rather talk to peer friends first.

Gibson (1962) concluded that students wanted to be better informed of test results and other individual information, that there was a lack of communication, and that high school students saw the counselor as an administrator, disciplinarian, and activity director. In addition, students perceived counseling as not being a major function, and they wanted more subject matter on occupational and educational material with a concentration on career and education days.

In 1972, Wagenaar (1982) conducted a National Longitudinal Survey of the nation's seniors. He tested seniors in 989 schools across 50 states and the District of Columbia. Results indicated that the seniors believed counseling resources were considerably more important than were counseling activities. Wagenaar stated that clearly provisions of counseling services to continue one's education were the

most significant variables in the study. Wagenaar further noted that counselors were not perceived by the seniors to be very important in student decisions to attend college or in the selection of high school programs and planning for the future. Instead, students seemed to value counselors for their help in offering alternatives after the decisions were made, and to value counselors for their resources or expertise function. In conclusion, students in the Wagenaar study indicated that having counselors available when needed, having counselors counsel for self-awareness, helping students find a job, and spending time with students talking positively about placement activities were the most significant functions of counselors.

It has been the purpose of this section to focus on student perceptions of junior/senior high school counselors, because an effective guidance program cannot exist without knowing student needs. Research findings have indicated (a) that junior high students want personal counseling more than junior high counselors giving out general information, (b) that junior high students were formulating career, educational needs and wished more information on them, (c) that urban students were more receptive to the counselor than were rural students, and (d) junior high students learned about counselors' roles through counselor visits to classroom.

However, research findings of high school students indicated (a) that they wanted more information on occupations and educational materials, (b) that they viewed counselors as administrators, (c) that they perceived counselors as helpful in school planning, test interpretation and, to a lesser degree, personal problems, (d) that



they perceived counseling resources as important especially in giving out information on one's educational needs, and (e) that they perceived counselors as helping with alternatives but not in decision making, and that it is through a needs assessment process that the needs of youth, individually and collectively, can be identified. Clearly, if student needs are to be determined, the only true measurement would be to do a need assessment.

### Student Needs Assessment

The study will now concentrate on how to conduct a needs assessment for the purpose of determining student needs. Hays (1977) defined needs assessment operationally as "the process of ascertaining and documenting the discrepancy between 'what is' and 'what should be'." (p. 12) Hays further stated that the product of this process shall be a needs statement identifying, listing and describing the desirable goals (what should be), the present level of attainment (what is), and the differences between the two.

The needs assessment process cannot be casually conducted, nor can it be done independent of other ongoing activities of the school. It is a systematic process that can be described as a series of eight independent but interrelated phases. (Hays, 1977)

1. Obtain initial commitment: Select a staff that agrees to commit itself to the process and be very careful in its planning.
2. Clarify direction and intent of needs assessment: It is essential that the goals to be achieved be stated in measurable performance terms.

3. Plan the needs assessment process: This step must be completed in order to achieve a successful project. It would be well to analyze what data must be acquired, how much of it already exists, what additional data need to be collected, what specific activities must be planned and implemented, when and where these activities should take place, who takes care of what responsibilities, and whether the entire staff is kept informed of what has been happening.

4. Collect and summarize information: This encompasses a management and monitoring process, which should be the simplest stage.

5. Analyze information: Be aware of the discrepancies between groups.

6. Report findings to selected audiences: Certainly, those who are in a position to take action on the results need to know and those affected by the action need to be appraised.

7. Judge evidence: This is the point at which the broader aspects of the educational process are decided.

8. Plan program improvements: After a decision is reached, an appropriate activity should be initiated to improve the program. Make sure an evaluation component is included in the plans, since it will provide additional data regarding the progress being made to reduce or eliminate the discrepancy identified in the original needs assessment.

At this point the cycle has been completed, according to Hays (1977), but one should remember that the needs assessment process should be continuous. Clearly, needs assessment can be a complex task with many hazards. Three hazards to consider when doing needs assessment include: personnel, time involved, and the cost factor.

Hays (1977) states that:

It is through a needs assessment process that the needs of youth, individually and collectively, can be identified. Once we know what they are, we can move more effectively and efficiently and in a humanistic way to becoming truly responsive to youth both now and in the future. (p. 16)

### Summary

This chapter presented a review of literature regarding perceptions of teachers, administrators, parents, counselors, and students towards junior/senior high school counselors. These perceptions centered specifically on how counselors provided and satisfied career development needs, educational planning needs, and personal counseling needs.

The literature has shown that teachers, parents, and students perceived counselors as members of the teaching staff, working primarily with career and educational needs. While teachers, parents, and students rated personal counseling or crisis counseling as important in junior high school and less important in the senior high school, administrators perceived counselors as being part of the administrative staff, with administrative (clerical) work tasks. Administrators have rated personal counseling as of low importance in contrast to counselors, who rate personal counseling as their number one priority. Counselors themselves viewed career and educational planning as significant and believed they should not be involved with disciplinary problems, which was in contrast to the view of administrators.

Students at the junior high level perceived counselors as helpful with activities such as personal counseling, while high school students

perceived counselors as a source of information rather than as personal problem solvers. Thus, past and present studies of teachers, administrators, parents, and students have indicated that perceptions of the counselor have often been conflicting. Research indicates that counselors themselves seem to be confused over what tasks they should be doing. Therefore, counselors need to improve the perceptions of their profession; this could be achieved by clarification of their role through group discussions with those directly involved.

This study has presented literature on perceptions by various groups to help shape a guidance program, but clearly counselors can not have a successful program unless they have a clear understanding of what the student needs have been and will be in the future. In view of this need, this researcher has conducted a needs assessment to help determine students' needs from a counseling program. The particular needs assessment model used will be described and rationale for its selection will be discussed in Chapter Three.

## Chapter Three

### DESIGN OF THE STUDY

This study was designed to determine the counselor-related needs of junior and senior high school students. This chapter will describe the study participants, and the instruments and procedures used for collection of the data. In addition, the types of data analyses used to interpret information obtained will be described and discussed.

#### Subjects

The study was conducted between January and March, 1984 in one urban public school and in one rural public school located within a twenty-mile distance of each other in a mid-western state. The schools were approximately equal in size with a combined total enrollment of approximately 800 students during the year of the study. The administrators of the schools involved in the study considered grades 7-8 junior high and grades 9-12 as senior high. The two secondary schools used in this study, referred to as "A" and "B", were considered relatively equal with regard to types of programs offered, racial make-up and economic status of families represented. The schools were chosen because of the researcher's past experience in this type of setting, anticipation of working in this type of setting in future years, and because of geographical convenience.

One section of students in grades 7, 9, and 11 from each school were subjects. All sections of students selected were approximately equal in regard to intellectual abilities and ratio between sexes, and all sections utilized were similar in these characteristics to sections

not included in the sample. The sections were chosen from required courses, thus allowing the study to represent the total student population. A total of 134 students encompassing grades 7, 9, and 11 from schools A and B participated in the study. School A (urban school) had sixty-two participants in grades seven, nine and eleven, while school B (rural school) had seventy-two participants in grades seven, nine and eleven.

### Instrument

The instrument, River City High School Guidance Services: A Conceptual Model (American College Testing Service, 1982, 1976), was selected for determining whether perceived needs of the sample were met. This needs assessment instrument was chosen for the following reasons: (a) the items were appropriate for a schoolwide application, (b) the instrument has sufficient flexibility to allow for the addition of local items for surveying particular subgroups, (c) the individual response forms could function as problem checklists for future counseling or interventions, (d) the administration procedures can be easily followed, (e) the data are reported in a single and usable form, (f) the reporting format has subgrouping flexibility, (g) the reasonable administration time, (h) the low cost, and (i) the survey allowed students to communicate their satisfaction or dissatisfaction with various aspects of their school and educational programs.

The River City Model (1982) consists of a possible 107 items, encompassing the following seven areas: (a) evaluation of high school experience, (b) career development (exploring, planning, working), (c) knowing myself, (d) life skills development, (e) getting along with

others, (f) educational planning, and (g) twenty optional questions to test other appropriate areas.

Respondents to the River City High School Guidance Services (1982) instrument were asked to respond to how much they perceived a given need was being met in their public high school. The respondents could respond to five choices: (a) this item is not important to me, (b) this item is important to me, (c) I would like a little assistance, (d) I would like a medium amount of assistance, and (e) I would like a lot of assistance. The items were analyzed and ranked individually and by group comparison of the six general categories used according to the River City Model's weighted need index. Normative data were also available on 20,000 student records for secondary schools from studies conducted between April 1, 1980 and August 31, 1982. The sources of the normative data were representative of large and small public and private secondary schools across the United States.

### Methodology

The survey instrument was administered and collected during the months of January through March, 1984. Each selected school site's school administrator received a letter explaining the purpose of the study, the importance of his/her cooperation, and giving assurance that respondents would remain anonymous through a system of code numbering assuring complete confidentiality. The researcher then personally contacted the two school counselors from schools A and B. It was cooperatively determined between these school counselors and the researcher what grade levels and sections to use and an approximation was made of how many students would be subjects. The survey was

administered by the school counselor at school A and by the researcher at school B during the same approximate time span of one week. Students involved at both schools were given the same directions for completing the survey instrument.

Students remained anonymous through the use of a modified random sampling process with each survey instrument being given a code, each grade level a different number combination, and each designated school a different letter. This process allowed the school counselors participating in this study to differentiate what were and what were not the perceived needs of their students. Surveys were collected and analyzed by the researcher, and results made available to each school district.

#### Data Analysis

This was not intended to be a comparative study. Therefore, an item analysis was performed for each item and for each of the six general categories used in order to determine the perceived needs of students. The responses for each general category were recorded in addition to the ranking of all 84 items by using the American College Testing Services weighted needs index scale. Results of the analysis of data will be presented in Chapter Four.



## Chapter Four

### RESULTS AND DISCUSSION

The purpose of this study was to determine the counselor-related personal, career and educational needs of Junior and Senior High School students as perceived by students. Presented in this chapter are the results of the study and a discussion of those results. These perceived needs of Junior and Senior High students were measured by the River City Student Needs Assessment Survey (American College Testing Service, 1982). This chapter will also describe the six survey categories and the calculation of the weighted needs index for purposes of ranking the items.

One hundred thirty-four students participated in the study from schools A and B. The River City Student Needs Assessment Survey (RCSNAS) does allow the student to choose the most appropriate response.

The RCSNAS consists of six categories: (a) Career Development (1-17), (b) Life Skills Development (18-36), (c) Knowing Myself (37-43), (d) Educational Planning (44-53), and (e) Optional Questions (71-84).

The weighted needs index (WNI) method was developed by American College Testing Service (ACTS) for use with the RCSNAS. It was chosen by the researcher because the method was recommended by ACTS for use with its survey (RCSNAS). The WNI was determined by following a three step procedure: (a) convert the number of responses to each selection to a percentage by dividing the number of responses for one selection

by the total responses of all five selections, then by multiplying by 100, (b) develop the weighted needs indexes for responses three, four and five by multiplying the percent of responses to "I would like a little assistance" by 1, "I would like a medium amount of assistance" by 2, and "I would like a lot of assistance" by 3; finally, (c) add the three response indexes for selections three, four and five to obtain the total WNI for each item. The WNI were then ranked in descending order from highest to lowest.

Tables 2 through 7 provide the results for both schools (A and B) for the seventh, ninth and eleventh grades. Specifically, each table indicates the item rank, item number, item WNI, description of the item, and the category the item falls into for all 84 items. Tables 2, 3, and 4 represent school A's seventh, ninth and eleventh grades, while Tables 5, 6, and 7 represent school B's seventh, ninth and eleventh grades. Tables 2 through 7 are located in Appendix under the following headings (D, E, F, G, H, I). For purposes of presenting the data and determining students' major perceived needs Tables 2 through 7 which showed all 84 items, were divided into three categories. The top 25% of all items (1-21) were considered high priority by students, items 22-62 were considered medium priority by students, and the bottom 25% of items (63-84) were considered low priority. Subtables were then developed to indicate the high priority items for each grade (seventh, ninth, and eleventh) and for each school (A and B) involved in the study. Subtables (for each table) were prepared to indicate what the perceived high priority needs were for each grade and for each school involved in this study.

Table 2 presents results for the seventh grade at school A, and indicates a WNI range from 179 to 35 with a mean of 94. In addition, Table 2 indicates a strong need for personal and educational items, and some interest in formulating career develop needs. (Table 2, Appendix D)

Subtable 2A indicates the seventh highest priority items in the category, Life Skills Development, for seventh graders at school A. The subtable clearly indicates a strong perceived need in Improving study skills (item #23) and in Develop student test-taking skills (item #24). Other Life Skills items are significantly lower, as noted by the WNI scores. Of interest was the fact that item #23, Improving study skills and item #24, Developing test-taking skills were ranked first and third respectively, as indicated by WNI scores of 179 and 147. In addition, it should be noted that all seven items were ranked in the top 10 of the high priority items.

Subtable 2B indicates the seven highest priority items in the Educational Planning Category for school A's seventh graders. The subtable 2B further noted that the seventh graders were primarily interested in post high school plans and high school graduation requirements as noted by the ranking of all seven items in the top 10 of the high priority items.

Subtable 2A

High Priority Items of the Seventh Grade at School A:

Rank	Item No.	<u>Life Skills Development Category</u>	
		Item	WNI
1	23	Improve study skills	179
3	24	Develop test-taking skills	147
12	25	Learn to handle pressure	125
15	22	Learn to read faster	118
19	35	Become more self-sufficient	112
20	18	Increase Math skills	112
21	29	Learn to spend money wisely	110

Subtable 2B

High Priority Items of the Seventh Grade at School A:

Rank	Item No.	<u>Educational Planning Category</u>	
		Item	WNI
2	50	Learn more about college facts	151
4	47	Aware of educational options after HS	147
5	52	How to earn college credit	144
6	51	Selecting a college major	141
7	45	High School graduate requirements	138
8	48	Know about financial aid	133
9	49	Learn right education program	133

Subtable 2C noted the six high priority Career Development Category items as perceived by the seventh graders at school A. In addition, it should be noted that the seventh graders from school A only ranked six out of a possible 17 items as having high priority, thereby indicating a mild interest in Career Development. The students perceived a similar need for these items as noted by a small WNI range of 130-115.

#### Subtable 2C

#### High Priority Items of the Seventh Grade at School A

Rank	Item No.	Career Development Category	
		Item	WNI
10	13	Obtain part-time work	130
11	4	Job training requirements	125
13	3	Opportunity in career areas	121
16	2	More aware of career interest	117
17	10	Explore careers in detail	117
18	15	How to apply for a job	115

Subtables 2A through 2C showed that personal counseling and educational planning were the main priorities for seventh graders at school A with some interest shown in career development. As noted by Table 2 (Appendix D), Counseling for Career Planning (item #12) was ranked 54th, in the medium range, while Counseling for Educational Planning (item #53) was ranked 25th, in the high medium range. In addition, the students ranked personal items high while ranking Talking over Personal matters with a Counselor (item #81) 58th which was in the

low medium range. This indicates students don't see a need to talk over personal problems with counselor as high priority, but do need to talk over personal problems with someone. The data from Table 2 also indicate that the low priority categories were (5) Getting Along With Others and (6) Optional Questions.

Table 3 (Appendix E) shows the results for the ninth graders at school A, with the WNI range being 194-44 and the mean score being 113. It should be noted that school A's ninth grade had the highest mean WNI score, indicating the greatest perceived need among all grades and schools surveyed. The high priority items came overwhelmingly from the Career Development and Educational Planning categories, with a few items included from the Life Skills Development area.

Subtable 3A indicates that 11 items from the Career Development category were of high priority for ninth graders from school A. Specifically, seven of these items dealt with some aspect of a job, from Job training requirements (item #4) to how jobs affect life (item #1). In addition, four of the items indicated that the students perceived a need for exploring their career interests as noted by the range of items from More aware of career interest (item #2) to Training in career interest (item #5). Also the subtable indicates that there is a significant WNI range (183-140).

Subtable 3A

High Priority Items of Ninth Graders from School A

Career Development Category			
Rank	Item No.	Item	WNI
3	4	Job training requirements	183
5	13	Obtain part-time work	175
7	2	More aware of career interest	168
8	10	Explore careers in detail	168
11	7	Get job experience in career area	161
13	8	How courses relate to a job	160
15	14	What jobs available locally	156
16	16	How to interview for a job	151
17	3	Opportunity in career area	150
20	5	Training in career interest	145
21	1	How jobs affect life	140

Subtable 3B indicates that eight items from the Educational Planning category were of a high priority for the ninth graders at school A. It should also be noted that there were only a possible 10 items for this whole category. (Table 3, Appendix E) The ninth grade students also perceived item (#50) Learning more about college facts and item (#51) Selecting a college major as being the greatest need as noted by the ranking of these two items first and second.

Subtable 3B

High priority Items of the Ninth Grade Students at School A

			<u>Educational Planning Category</u>
Rank	Item No.	Item	WNI
1	50	Learn more about college facts	194
2	51	Selecting a college major	189
6	49	Learn right education program	172
9	52	How to earn college credit	167
10	48	Know about financial aid	166
12	47	Aware of educational options after HS	161
18	53	Counseling about educational planning	149
19	46	Help selecting right courses	146

Subtable 3C indicates the two highest priority items in the Life Skills Development Category for the ninth graders at School A. These two items were ranked as the top two priorities by school A's seventh graders also. The only different was the fact that the two items are reversed in order of ranking for school A's ninth graders.

Subtable 3C

High Priority Items of the Ninth Grade at School A

			<u>Life Skills Development Category</u>
Rank	Item No.	Item	WNI
4	24	Develop test-taking skills	177
14	23	Improve study skills	160



Table 3 (Appendix E) and Subtables 3A through 3C indicates that school A's ninth grade had a greater perceived need than the seventh grade in Career Development and Educational Planning categories with Personal items being ranked as a lower priority. Of note was the fact that on Table 3 item (#53) Counseling for Educational Planning was ranked 28th, which corresponds with the high ranking of Educational Planning items by school A's ninth grade. In addition, item (#12) Counseling for Career Planning was ranked 53, which was in contrast to the ranking of items. Although the ninth graders from school A ranked two items from the Life Skills Development category of high priority (Subtable 3C) it should be noted that Table 3 showed the majority of the items from this category to be of low-medium to low-priority items. In conclusion, Table 3 shows low priority items to be mainly from categories (5) Getting Along With Others and (6) Optional Questions.

Table 4 (Appendix F) school A's eleventh graders' WNI range was from 163-32 with a mean of 70. This mean score represents an overall lower perceived need level than was true for the seventh and ninth grades surveyed at this school.

Subtable 4A indicates the 10 highest priority items as perceived by eleventh graders at school A. There were only 17 items, as noted by Table 4 (Appendix F), therefore this indicated a strong student perceived need for assistance in the category of careers. Subtable 4A also indicated that the WNI range was significant, ranging from a high of 143 to a low of 96. The students perceived five items in the career interest area as of high priority with item (#2), More aware of career interest, and item (#3), Opportunities in career areas, as being the

most significant. In addition, five items dealt with some aspect of jobs, the most significant job items as perceived by these students were item (#13) Obtaining part-time work, and item (#14) What jobs are available locally.

#### Subtable 4A

#### High Priority Items of the Eleventh Grade at School A

Rank	Item No.	<u>Career Development Category</u>	
		Item	WNI
2	2	More aware of career interest	143
3	3	Opportunities in career areas	140
4	13	Obtain part-time work	130
8	14	What jobs available locally	127
11	7	Get job experience in career area	119
12	1	How jobs affect life	118
14	10	Explore careers in detail	110
18	16	How to interview for a job	99
19	4	Job training requirements	97
20	5	Training in career interest area	96

Subtable 4B shows the six high priority items of school A's eleventh graders in the Life Skills Development Category. Item (#24) Developing test taking skills, was ranked first, with a WNI of 163. The ranking of this item as first corresponds with the ninth graders at school A who also ranked this item as the number one need, as noted by Subtable 3C. Of interest was the fact that there was a wide range in the WNI scores for this category (163-96).

Subtable 4B

High Priority Items of the Eleventh Grade at School A

Rank	Item No.	<u>Life Skills Development Category</u>	
		Item	WNI
1	24	Develop test-taking skills	163
5	19	Improve writing skills	130
10	23	Improve study skills	121
13	22	Learn to read faster	111
15	29	Learn to spend money wisely	110
21	18	Increase Math skills	96

As noted by Subtable 4C, the eleventh graders from school A ranked four items in the category Educational Planning as having high priority. All four items dealt with post high school plans with item (#50) Learning more about college facts, and item (#52) How to earn college credit, being the most significant, as noted by the high WNI scores of 130 and 129 respectively. It should be noted also that items dealing with course requirements or job related aspects were not rated as high by the eleventh grade as they were by school A's seventh and ninth grades.

As noted by Table 4 (Appendix F) and Subtables 4A through 4C there was a drop in the perceived need for Educational Planning. In contrast, the eleventh grade showed an increase in perceived needs in Life Skills Development items dealing with individual improvement. The Career Development need was the strongest in the eleventh grade which

indicates that there has been a gradual increase in the perceived need for Career Development items as the student reached a higher grade. The students also perceived a greater need for college information.

Subtable 4C

High Priority Items of the Eleventh Grade at School A

		Educational Planning Category	
Rank	Item No.	Item	WNI
6	50	Learn more about college facts	130
7	52	How to earn college credit	129
16	51	Selecting a college major	105
17	48	Know about financial aid	101

Table 4 (Appendix F) also indicates that Counseling for Career Planning (item #12) was rated higher than Counseling for Educational Planning (item #53), and higher than Talking over Personal matters with a Counselor (item #81). This corresponds with the ranking of the items. In addition, Table 4 shows that the higher the grade obtained in school A the lower the perceived need for Personal Development items. The WNI was lower overall for the eleventh grade in comparison with the seventh and ninth grades from school A. In conclusion, Table 4 indicates that the lower priority items were consistently from categories (5) Getting Along With Others and (6) Optional Questions.

Table 5 (Appendix G) school B's seventh graders indicated a WNI range from 170 to 15, with the mean being 112. Table 5 shows that students perceived Personal Development and Educational Planning to be

high priority needs, with some interest shown in Career Development. The WNI score of 112 was the second highest WNI score for the entire study.

Subtable 5A shows that school B's seventh graders perceived seven items in the Educational Planning Category to be of high priority. The students perceived a similar need in these items as noted by the low WNI range of 147 to 133. Also, these items are significant to school B's seventh graders as indicated by the fact that seven out of a possible ten items were rated as of high priority.

#### Subtable 5A

##### High Priority Items of the Seventh Grade at School B

Rank	Item No.	<u>Educational Planning Category</u>	
		Item	WNI
9	52	How to earn college credit	147
10	46	Help selecting right courses	146
11	47	Aware of educational options after HS	143
14	45	High School graduation requirements	138
15	48	Know about financial aid	137
16	49	Learn right education program	133
17	53	Counseling about educational planning	133

Subtable 5B shows that school B's seventh graders ranked five items in the Life Skills Development Category to be High Priority. The Subtable clearly shows that items (#23) Improving study skills, (#25) Learning how to handle pressure, and (item #24) Developing test-taking

skills were the items students perceived as their greatest needs. This was indicated by significantly higher WNI scores of 166, 157, and 153. School A's seventh graders also rated (#23) Improving study skills as the number one priority, as indicated by Subtable 2A.

#### Subtable 5B

#### High Priority Items of the Seventh Grade at School B

Rank	Item No.	<u>Life Skills Development Category</u>	
		Item	WNI
2	23	Improve study skills	166
3	25	Learn how to handle pressure	157
5	24	Develop test-taking skills	153
18	35	Become self-sufficient	132
20	21	Improve reading comprehension	128

Subtable 5C indicates that school B's seventh graders were interested in the Career Development Category. This is shown by their ranking of four items in the high priority area. Table 5 (Appendix G) shows that there were 17 items in the Career Development Category, therefore one can conclude that this was not a strong need. Item (#16) How to interview for a job, and item (#15) How to apply for a job, were perceived as most significant by school B's seventh graders as noted by the high WNI scores of 156 and 152 respectively and by the ranking of the two items as fourth and seventh.

## Subtable 5C

High Priority Items of the Seventh Grade at School B

Rank	Item No.	<u>Career Development Category</u>	
		Item	WNI
4	16	How to interview for a job	156
7	15	How to apply for a job	152
19	3	Opportunity in career area	129
21	7	Get job experience in career area	127

Subtable 5D shows that the seventh grade students from school B ranked two items from the category Knowing Myself as high priority items. School B's seventh graders ranked item (#38) Developing more confidence in myself as their greatest need, by a wide margin. This was verified by the ranking of the item in first place, and by the WNI score of 170. Of importance also was the fact that this was the first time that items from this category were ranked as of high priority in this study.

## Subtable 5D

High Priority Items of the Seventh Grade at School B

Rank	Item No.	<u>Know Myself Category</u>	
		Item	WNI
1	38	Develop more confidence in Myself	170
13	41	Understand test scores better	141

Subtable 5E, shows that school B's seventh graders ranked three items from the category Getting Along With Others as of High priority. Of importance also was the fact that this category appeared in the high priority items for the first time in this study. Items (#61) Understanding about love and sex and (#58) Getting along with siblings, were deemed as the most significant by school B's seventh graders as noted by the fact that they were ranked sixth and eighth.

#### Subtable 5E

#### High Priority Items of the Seventh Grade at School B

Rank	Item No.	<u>Getting Along With Others Category</u>	
		Item	WNI
6	61	Understanding about love and sex	153
8	58	Getting along with siblings	152
12	60	Make more friends with other sex	143

Table 5 (Appendix G) and Subtables 5A through 5E indicates that the seventh graders perceived need in a variety of areas, with the strongest areas being the Personal Development and Educational Planning categories. Students also showed some interest in the Career Development category. Of interest was the fact that Table 5 showed item (#53) Counseling for Educational Planning as of high priority and item (#12) Counseling for Career Planning as of low priority, which validated the ranking of the items. A contrast existed in the Personal Development items in that item (#81), Talking over Personal matters with a Counselor ranked 82, while students ranked Personal Development



items as a major need. It should be mentioned also that the categories Knowing Myself and Getting Along With Others appeared in the high priority items for the first time in this study. Table 5 indicates that the low priority items were a mixture of all the categories with category (6) Optional Questions being the lowest ranked.

Table 6 (Appendix H) indicates that the WNI range was from 201 to 34, with a mean of 107. School B's ninth graders' major perceived need priorities were Career Development, and Educational Planning, and to a lesser degree Personal Development. Table 6 and Subtable 6A through 6E verify this finding.

Subtable 6A, shows that ninth graders from school B indicated that nine out of 17 items from the Career Development category were of a high priority. Specifically, this then verifies the fact that students had strong perceived needs in the Career Development area. Five of the items were job related questions with the most significant one being item (#16) How to interview for a Job. It should be noted that this item was ranked high by all grades and schools reported so far. Item (#3), Opportunity in Career Development areas was the highest item ranked that dealt with career interest.

Subtable 6A

High Priority Items of the Ninth Grade at School B

Rank	Item No.	<u>Career Development Category</u>	
		Item	WNI
4	3	Opportunity in Career Development areas	176
5	16	How to interview for a job	176
8	4	Job training requirements	168
9	15	How to apply for a job	166
11	8	How courses relate to jobs	149
14	2	More aware of career interest	144
15	14	What jobs available locally	144
16	5	Training in career interest area	143
17	7	Get job experience in career area	140
20	10	Explore careers in detail	132

Subtable 6B shows that school B's ninth graders ranked eight out of a possible ten items from the Educational Planning category as of high priority need. The Subtable indicates a wide range in the WNI scores, from a high of 201 to a low of 129. it should be noted that the high WNI items dealt with college information as indicated by item (#50) Learn more about college facts and item (#52) How to earn college credit. The lower WNI scores pertained to High School graduate requirements, item (#45), and to selecting the right courses item (#45). Therefore, the ninth graders at school B showed more interest in college information than did seventh graders at school B, as indicated by Subtable 5A.

Subtable 6B

High Priority Items of the Ninth Grade at School B

Rank	Item No.	<u>Educational Planning Category</u>	
		Item	WNI
1	50	Learn more about college facts	201
2	52	How to earn college credit	201
3	51	Selecting a college major	186
6	48	Know about financial aid	171
7	49	Learn about right educational program	171
12	47	Aware of educational options after HS	149
21	45	High School graduation requirements	129
22	46	Help selecting right courses	129

Subtable 6C shows that ninth graders from school B ranked two items from the Optional Questions category as of high priority. It should be noted that this was the only time this category had items ranked as a high priority. The students perceived these items to be similar, as noted by the closeness in ranking (19, 23) and WNI scores (134, 129).

Subtable 6C

High Priority Items of the Ninth Grade at School B

Rank	Item No.	<u>Optional Questions Category</u>	
		Item	WNI
19	73	How to deal with loneliness	134
23	72	Understanding death and dying	129

Subtable 6D shows that school B's ninth graders ranked one item from the category Knowing Myself as of high priority. Table 6 (Appendix H) indicates that the majority of items in this category fall into the medium priority range. It should be noted also that school A ninth graders ranked these items lower than did school B (Table 3, appendix E).

Subtable 6D

High priority Items of the Ninth Grade at School B

<u>Knowing Myself Category</u>			
Rank	Item No.	Item	WNI
13	42	How to handle things that worry me	147

Subtable 6E indicates that school B's ninth graders ranked one item from the category Getting Along With Others as of high priority. The ranking of the item Make more friends of the opposite sex (item #60), tenth indicated that the students perceived a strong need in this area. It should be noted that the seventh graders at school B also ranked this item high.

Subtable E

High Priority Items of the Ninth Grade at School B

<u>Getting Along With Others Category</u>			
Rank	Item No.	Item	WNI
10	60	Make more friends of opposite sex	166

Table 6 (Appendix H) and Subtables 6A through 6E indicate a strong perceived need in Career Development and Educational Planning, with Personal Development being seen as a lesser need. Table 6 further indicates that item (#12) Counseling for Career Planning and (#53) Counseling for Educational Planning were both ranked high which collaborates with the ranking of these items. In addition, the low priority items came from the categories Life Skill Development and Getting Along With Others. It should be noted that categories Knowing Myself and Optional Questions were rated higher by these ninth graders than by previous grades shown.

Table 7 (Appendix I) school B's eleventh grade indicates that the WNI range was from 225 to 29, with the mean being 98. The Table further indicates that students perceived an overwhelming need for help in Career Development, with some interest in Educational Planning and a lesser perceived need for Personal Development items. The WNI score of 225 was the highest score received by any item in this study.

Subtable 7A shows that the eleventh graders from school B perceived a need in 13 of a possible 17 items in the Career Development Category. The subtable indicates that the eleventh graders' top six perceived needs for all the items were within the Career Development category. Specifically, four ranked items had WNI scores of 200 or higher, thereby confirming the fact that students perceived a strong need in getting information about careers.

Subtable 7A

High Priority Items of the Eleventh Grade at School B

Rank	Item No.	<u>Career Development Category</u>	
		Item	WNI
1	3	Opportunities in career area	225
2	2	More aware of career interest	216
3	7	Get job experience in career area	201
4	5	Training in career interest	200
5	4	Job training requirements	184
6	8	How courses relate to job	180
10	16	How to interview for a job	170
12	14	What jobs are available locally	155
13	10	Explore careers in detail	154
16	15	How to apply for a job	152
18	12	Counseling for Career Planning	146
19	1	How jobs affect life	144
20	6	Talk to people employed	142

In Subtable 7B, school B's eleventh graders indicate a perceived need for assistance in Educational Planning by ranking six items as of high priority. The subtable shows that five of the six items were concerned with post-high school information with the item receiving the highest rating being (item #51) Selecting a college major, which had a WNI score of 180.

## Subtable 7B

High Priority Items of the Eleventh Grade at School B

<u>Educational Planning Category</u>			
Rank	Item No.	Item	WNI
7	51	Selecting a college major	180
8	48	Know more about financial aid	176
9	50	Learn more about college facts	176
11	52	How to earn college credit	163
17	49	Learn right education program	147
23	47	Aware of educational options after HS	130

Subtable 7C shows that school B's eleventh graders ranked one item from the category Knowing Myself as of high priority. Of importance was the fact that school B's seventh graders ranked this item (#38) Developing more confidence in myself of high priority also (Subtable 5D).

## Subtable 7C

High Priority Items of the Eleventh Grade at School B

<u>Knowing Myself Category</u>			
Rank	Item No.	Item	WNI
22	38	Develop more confidence in myself	130

Subtable 7D shows that the eleventh grade students from school B ranked two items from the Life Skills Development category as of high

priority, that the eleventh graders perceived these two items to be similar in need, as indicated by identical WNI scores of 154.

#### Subtable 7D

#### High Priority Items of the Eleventh Grade at School B

Rank	Item No.	<u>Life Skills Development Category</u>	
		Item	WNI
14	18	Increase Math skills	154
15	19	Improve writing skills	154

Table 7 (Appendix I) and Subtables 7A through 7D indicate a strong perceived need for Career Development information among eleventh grade students at school B. A medium priority was given to Educational Planning information and a lower priority was given to Personal Development information. The low priority items consisted mainly of categories (5) Getting Along With Others and (6) Optional Questions as shown by Table 7. Table 7 also shows that item (#12) Counseling for Career Planning was a high priority, item (#53) Counseling for Educational Planning was a medium priority and item (#81) Talking to a Counselor about Personal matters was given low priority. This agrees with the ranking of the rest of the items in Table 7.

#### Summary

The findings showed that all three grades at both schools had a perceived need in the categories of Career Development, Educational Planning and Personal Counseling. The data indicated that in both schools, seventh graders had the strongest perceived need in



Personal items with Educational items being second and with some interest being shown in the Career Development area. The ninth graders of both schools showed a similar amount of need in the Career Development and Educational Planning items with some need indicated in the Personal Development area. The data further indicated that eleventh graders greatest perceived need was in the Career Development Category with Educational Planning being of somewhat lesser significance. Personal needs was of a lower priority among eleventh graders in schools A and B, although school A's eleventh graders did rank Life Skills Development as having a medium amount of significance. It should be noted that this Life Skills Development category was rated higher than other Personal Development categories in school A's seventh, ninth, and eleventh grades. School B's seventh, ninth, and eleventh grades ranked the Knowing Myself and Getting Along With Others categories higher. Last, the data indicated that the lower grades (seventh, ninth) showed a greater total perceived need than did the eleventh grades as noted by the mean WNI scores.

#### Discussion

Results of this study supported in part previously reported studies which indicated student perceived needs in Personal Development, Career Development, and Educational Planning areas. A discussion follows regarding how the review of literature supported the results of this study.

The review of literature showed that teachers, parents, and students rated Personal Counseling crisis counseling as important in the junior high school and as less important in the senior high school.

(Haughey & Bowman, 1980; Caravello, 1958; Houghton, 1956; and Grant, 1954) This was confirmed by findings of the seventh and eleventh grades surveyed at both schools in this study. The finding that Career Development needs were rated higher in correlation with the higher grade level attained by students was supported, in part, by the previously reported studies. (Haughey & Bowman, 1980; Caravello, 1958; Houghton, 1956; and Grant, 1954)

As noted by the Tables (2 through 7, Appendixes D through I) and Subtables in Chapter Four, significant differences did exist between schools A and B. The differences between the two schools existed at all grade levels and pertained mainly to the Personal Counseling need categories. The higher the grade level the less interest was expressed in Educational Planning and the lower the grade level the less interest was expressed in Career Development. Differences appeared in the Personal Counseling area in the categories Life Skills Development, Knowing Myself, and Getting Along With Others. School A, which was located in an urban setting where students came primarily from a college setting, ranked the category Life Skills Development consistently higher than did students in school B. Items in the category Life Skills Development dealt primarily with improving student study skills, math skills, reading and writing skills, developing test-taking skills, and being able to handle pressure. Part of the high priority ranking to these Life Skills Development items could be attributed to the fact that students constantly used these skills for school requirements and that they may have been stressed more by school officials and parents. School A's high ranking of these items may also

be attributed to its closeness in proximity to a college setting and to the fact that the school district's parents were highly educated. It should be noted that the higher the grade level the lower priority was given for Personal Counseling needs in both schools.

The Personal Counseling items that school B (rural setting) consistently ranked high came from the categories Knowing Myself and Getting Along With Others. The category Life Skills Development was ranked of medium importance, therefore the data indicated that school B, overall, had ranked personal Counseling needs higher than had school A. School B's ranking of the categories Knowing Myself and Getting Along With Others could possibly be because school B had a peer helping program in which these items were stressed as being significant.

Seventh graders at both schools (A and B) ranked item (#53) Counseling for Educational Planning relatively high and item (#12) Counseling for Career Planning relatively low. This verifies the way the items were ranked by both schools' students. One contradiction stands out and that is that both schools' seventh graders ranked item (#81) Taking over Personal matters with a Counselor, low and ranked personal items as their greatest needs. Both schools' ninth graders ranked item (#53) Counseling for Educational Planning high and item (#81) Taking over Personal matters with a Counselor low, thereby confirming the ranking of the items. A contradiction existed in that item (#12) Counseling for Career Planning was ranked high by school B and low by school A. Last, the eleventh graders at both schools had similar results in regard to these three items. The results were that item (#12) Counseling for Career Planning was rated the highest, item

(#53) Counseling for Educational Planning was rated of medium priority and item (#81) Talking over Personal matters with a Counselor was rated of low priority. The eleventh graders at both schools ranked the items the same way, thus the results seemed to be consistent.

Another factor that may contribute to significant differences was the fact that the survey was administered by different individuals. School A's survey was administered by that school's counselor while school B's survey was administered by the researcher. Perhaps the internal validity was threatened as a result of this factor. As noted by Tuckman (1972):

Experimenter bias has been well documented by Rosenthal (1966). When an experimenter is in a position to influence the outcome of an experiment, albeit unconsciously, (s)he may behave in a way that improves the performance of one group and not the other, and thereby alter the results. (p. 101)

Finally, further research is needed to understand why these differences existed. It was not the intent of the study to explain these differences, but only to make them known.

## Chapter Five

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The primary purpose of this study was to determine the perceived needs of junior and senior high school students as related to the role of the counselor. Specifically, the following research questions were investigated.

1. What are the perceived personal (emotional, social) needs of junior high students?
2. What are the perceived personal (emotional, social) needs of senior high students?
3. What are the perceived career (exploration, planning, working) needs of junior high students?
4. What are the perceived career (exploration, planning, working) needs of senior high school students?
5. What are the perceived educational (academic, testing, college selection) needs of junior high school students?
6. What are the perceived educational (academic, testing, college selection) needs of senior high school students?
7. What are the differences between perceived personal, career, educational needs of junior and senior high school students?

The River City Student Needs Assessment Survey (RCSNAS) was used to survey one-hundred thirty-four seventh, ninth, and eleventh graders enrolled in two midwestern public schools. School A (urban school) had 62 participants and school B (rural school) had 72 participants. The

RCSNAS allowed the students to respond once to each item in six categories. The weighted needs index (WNI) was calculated by determining the number of responses to the three need selections (little, medium, or a lot of assistance). The WNI's for each general category were then recorded, in addition to the ranking of all 84 items, by most frequent responses. The survey was administered by the school counselor at school A and researcher at school B at approximately the same time with the data being collected from January to March, 1984.

Data gathered indicated that all three grade levels at both schools had a perceived need for Personal Counseling, Career Development and Educational Planning. As noted by the tables, seventh graders biggest perceived need was in the Personal area with Educational Planning second and Career Development being of lowest priority. The ninth graders at both schools exhibited similar amounts of perceived needs in the Career Development and Educational Planning areas with personal Counseling needs being a lower priority. A difference appeared between the schools in regard to the perceived Personal needs of the students. School A students ranked life Skills Development items high while school B ranked them as a medium priority. In contrast, school B students ranked items from Knowing Myself and Getting Along With Others higher. Both schools, grades nine and eleven, ranked personal Counseling needs as a low priority. Finally, the data indicated that the lower grades (seventh, ninth) showed a greater need for Personal, Career and Educational needs as noted by the WNI mean scores.

## Conclusions

Based on the data collected, the following conclusions were drawn.

1. Seventh grade students at both schools perceived Personal Counseling as their major need with a need for some help in formulating Educational and Career plans.
2. Ninth grade students of both schools perceived Career Development and Educational Planning as being their major needs, with Personal Counseling being of a lesser significance.
3. Eleventh grade students at both schools perceived Career Development as a top priority and Educational Planning as a medium priority. School A and school B ranked Personal Counseling as a low priority. School A ranked the category Life Skills Development highest, while school B ranked items from the categories Knowing Myself and Getting Along With Others highest.

## Recommendations and Implications for Future Research

Based on the literature review and the results of this investigation, the following recommendations were made.

1. It is recommended that studies such as the present investigation be undertaken with sample groups which reflect varying demographic and other selected characteristics (e.g. groups that differ by age, grade level--eighth, tenth, twelfth, place of residence, school size).
2. It is recommended that a similar study be undertaken in schools in which the ninth grade is considered a part of the junior high.
3. It is recommended that additional research be conducted at the junior high level to determine perceptions of the junior high counselor by teachers, administrators, parents, counselors, and students.

4. It is recommended that additional needs assessment be conducted in schools (public and private) using a different instrument to determine if that would support current studies.

5. It is recommended that a study be conducted to determine the influence of teachers, administrators, parents, counselors and fellow students on high school students in determining what needs they perceived.

6. It is recommended that additional research be done to clarify what the role of the counselor is, thereby, helping to eliminate the ambiguity over the counselor's role and functions.



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## Appendix A

Dear Principal:

I am writing to you to request your assistance in a research project that I will be conducting in several area schools. I am a graduate student at the University of Northern Iowa majoring in Secondary School Guidance. Thus, I am in the process of completing my research work by conducting a survey to determine what students, by grade level perceive as their needs from a counseling program. Dr. Audrey Smith of the University of Northern Iowa Educational Administration and Counseling Department will be serving as director of my research paper.

This survey would be conducted through your school counseling department and would involve one section of grades 7, 9, 11. Surveys will be randomly coded and each grade level will have a different number combination and each designated school will have a different letter. This allows your counselor to make inferences from the data. This survey will provide a service to your school by providing valuable information to your counselor about what students' needs are. Once the data have been gathered, all information pertaining to your school will be made available if requested. Thank-you for your time and consideration from your busy day to consider my study.

Sincerely yours,

STEVEN BICKNASE  
3927 Jennings Drive  
Cedar Falls, Iowa 50613  
Telephone Number-(319)-266-5829



<p>This item is NOT IMPORTANT to me</p> <p>This item IS IMPORTANT but I need no further assistance</p> <p>I would like a LITTLE assistance</p> <p>I would like a MEDIUM amount of assistance</p> <p>I would like a LOT of assistance</p>						
<b>EXAMPLES</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. To learn how to develop independence
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. To breathe cleaner air
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. To be able to concentrate better
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. To get out of bed earlier in the morning

<p>This item is NOT IMPORTANT to me</p> <p>This item IS IMPORTANT but I need no further assistance</p> <p>I would like a LITTLE assistance</p> <p>I would like a MEDIUM amount of assistance</p> <p>I would like a LOT of assistance</p>						
<b>CAREER DEVELOPMENT (EXPLORING, PLANNING, WORKING)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. To explore how various jobs could affect my life style
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. To become more aware of my career interest areas
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. To know more about job opportunities in my career interest areas
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. To know more about training requirements for jobs I might like
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. To become aware of training offered in my career interest areas
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. To talk with people employed in my career interest areas
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. To get some job experience in my career interest areas
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. To know how the courses I am taking relate to jobs in my career interest areas
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. To understand the changing patterns of careers for both men and women
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. To explore in detail careers I might like
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. To understand how my values relate to my career plans
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. To have counseling about my career plans
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13. To have help to obtain part-time and/or summer work
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. To know what jobs are available locally
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. To know how to apply for a job
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. To know how to interview for a job
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. To get my parents interested in my career planning	

<p>This item is NOT IMPORTANT to me</p> <p>This item IS IMPORTANT but I need no further assistance</p> <p>I would like a LITTLE assistance</p> <p>I would like a MEDIUM amount of assistance</p> <p>I would like a LOT of assistance</p>						
<b>LIFE SKILLS DEVELOPMENT</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. To increase my skills in mathematics
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. To improve my writing skills
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. To develop my speaking skills
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. To improve my reading comprehension
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. To learn how to read faster
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. To improve my study skills and habits
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. To develop my test-taking skills
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. To learn how to handle pressure from friends, teachers, family, or myself
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. To learn how to make decisions and solve problems
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. To learn how to set goals in my life
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. To learn how to manage my time better
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. To learn how to spend money more wisely
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. To learn how to stay healthy, both mentally and physically
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. To understand better the effects of alcohol, drugs, and medicines
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32. To learn how to deal with community problems
	<b>KNOWING MYSELF</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34. To learn how to get more out of my life through leisure time activities
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35. To become more self-sufficient (cooking, sewing, fixing things, etc.)
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36. To understand my rights and responsibilities as a consumer
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. To identify my strengths and abilities
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. To develop more confidence in myself
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. To understand my personal values
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. To know how to stay in shape
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. To understand my achievement and ability test scores better
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. To know how to handle things that worry me
<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43. To learn more about grooming and personal care

		This item is NOT IMPORTANT to me This item IS IMPORTANT but I need no further assistance I would like a LITTLE assistance I would like a MEDIUM amount of assistance I would like a LOT of assistance				
EDUCATIONAL PLANNING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44. To understand the importance of graduating from high school
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45. To know more about high school graduation requirements
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46. To get help in selecting the right courses for me
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47. To become more aware of my educational options after high school (college, voc-tech, military, etc.)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48. To know more about financial aid available for continuing my education after high school
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49. To learn how to evaluate and choose an educational or training program that will be right for me
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	50. To learn more about college entrance requirements
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	51. To know how and when to select a college major
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	52. To know how to earn college credit without taking a particular course
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	53. To have counseling about my educational planning
GETTING ALONG WITH OTHERS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	54. To be able to get along better with teachers
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	55. To be able to get along better with other students
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	56. To know how to work with my counselor/advisor
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	57. To be able to get along better with my parents
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	58. To be able to get along better with my brothers and sisters
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	59. To learn how to make more friends of my own sex
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	60. To learn how to make more friends of the other sex
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	61. To understand more about love and sex
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	62. To learn more about marriage and family living
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	63. To understand the changing roles of men and women in today's society
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	64. To gain a better understanding of people of different races and cultural backgrounds
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	65. To know about places in my school and community where I can get help with my problems
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	66. To understand the needs of elderly people
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	67. To accept people who feel or think differently from me
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	68. To have someone listen to me when I have problems
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	69. To be able to tell others how I feel
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	70. To learn to get along better with my job supervisor

		This item is NOT IMPORTANT to me This item IS IMPORTANT but I need no further assistance I would like a LITTLE assistance I would like a MEDIUM amount of assistance I would like a LOT of assistance				
OPTIONAL QUESTIONS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	71. To take responsibility for my own actions.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	72. To understand more about death & dying.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	73. To understand how to deal with loneliness.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	74. To develop and understand my personal values about sex.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	75. To know how to make and keep friends my own age
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	76. To know how to help a friend who has an alcohol/drug dependency problem.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	77. To learn how to handle the pressure my family puts on me.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	78. To know more about the effects of alcohol.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	79. To know more about the effects of drugs and medicine.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	80. To know more about nutrition.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	81. To talk about personal concerns with a counselor
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	82. To become more accepting of persons whose views differ from mine.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	83. To learn how to deal with an alcoholic and/or chemically dependent parent or family member
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	84. To learn to deal with family changes i.e. divorce, new stepparents, both parents working, etc.)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	85.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	86.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	87.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	88.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	89.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	90.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	91.

Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Sex: \_\_\_\_\_

# RIVER CITY STUDENT NEEDS ASSESSMENT

TABLE 2: RANK OF WEIGHTED NEED INDEX FOR EACH ITEM FOR ALL SEVENTH GRADE A SCHOOL STUDENTS..

WEIGHTED					WEIGHTED				
RANK	INDEX	ITEM NO.	ITEM DESCRIPTION	CATE- GORY	RANK	INDEX	ITEM NO.	ITEM DESCRIPTION	CATE- GORY
1	179	23	Improve study skills	2	43	93	72	Understand death & dying	6
2	151	50	Learn more about college facts	4	44	92	60	Make more friends of other sex	5
3	147	24	Develop test-taking skills	2	45	91	77	Handle pressure from family	6
4	147	47	Aware of educ. options after HS	4	46	90	69	Tell others how I feel	5
5	144	52	How to earn college credit	4	47	90	19	Improve writing skills	2
6	141	51	Selecting college major	4	48	86	61	Understand about love & sex	5
7	138	45	HS graduation requirements	4	49	86	65	Where to get help with problems	5
8	133	48	Know about financial aid	4	50	85	54	Get along better with teachers	5
9	133	49	Learn right education program	4	51	84	43	More about personal care	4
10	130	13	Obtain part-time work	1	52	83	73	How to deal with loneliness	6
11	125	4	Job training requirements	1	53	82	1	How jobs affect life	1
12	125	25	Learn to handle pressure	2	54	82	12	Counseling for career plans	1
13	121	3	Opportunities in career areas	1	55	79	30	Learn to stay healthy	2
14	121	40	How to stay in shape	3	56	77	68	Listen to their problems	5
15	118	22	Learn to read faster	2	57	77	75	To make & keep friends same age	6
16	117	2	More aware of career interest	1	58	76	81	Talk personal matters counselor	6
17	117	10	Explore careers in detail	1	59	74	11	Values relate to job plans	1
18	115	15	How to apply for a job	1	60	74	31	Understand effects of drugs	2
19	113	35	Become more self-sufficient	2	61	74	44	Know importance of HS grad.	4
20	112	18	Increase Math skills	2	62	73	20	Develop speaking skills	2
21	112	29	Learn to spend money wisely	2	63	73	39	Understand personal values	3
22	110	5	Training in career interest	1	64	73	59	More friends same sex	5
23	109	7	Get job exp. in career area	1	65	72	79	Know effects drug & medicine	6
24	109	42	How to handle things that worry me	3	66	69	6	Talk to people employed	1
25	109	53	Counseling about educ. planning	4	67	69	63	Changing roles men & women	5
26	109	76	Helping a friend on drugs	6	68	69	70	Get along with supervisor	5
27	108	46	Help selecting right courses	4	69	69	82	Accept differing views of others	6
28	106	16	How to interview for a job	1	70	66	64	Understand differing races	5
29	104	26	Learn to make decisions	2	71	65	55	Get along with other students	5
30	102	34	Leisure for a better life	2	72	65	66	Needs of elderly people	5
31	101	14	What jobs available locally	1	73	64	74	Personal values about sex	6
32	100	21	Improve reading comprehension	2	74	64	83	Deal with alcoholic family	6
33	99	28	Learn to manage time better	2	75	61	33	How to participate in Govt.	2
34	98	36	Understand consumer rights	2	76	61	57	Get along with parents	5
35	97	8	How courses relate to job	1	77	60	32	How to deal with comm. problems	2
36	96	58	Get along with siblings	5	78	60	80	Know more about nutrition	6
37	96	62	Learn about marriage & family	5	79	59	56	How to work with counselor	5
38	95	84	Deal with family changes-divorce	6	80	57	67	Accept others thoughts	5
39	94	27	Learn how to set goals	2	81	56	17	Parents interested in plans	1
40	94	38	Develop more confidence in myself	3	82	55	71	Responsibility for actions	6
41	93	37	Identify strengths & abilities	3	83	47	78	Know effects of alcohol	6
42	93	41	Understand test scores better	3	84	35	9	Changing careers both sexes	1

# RIVER CITY STUDENT NEEDS ASSESSMENT

TABLE 3: RANK OF WEIGHTED NEED INDEX FOR EACH ITEM FOR ALL NINTH GRADE A SCHOOL STUDENTS.

18 students				18 students					
WEIGHTED		NEED		WEIGHTED		NEED			
RANK	INDEX	ITEM NO.	ITEM DESCRIPTION	CATE-GORY	RANK	INDEX	ITEM NO.	ITEM DESCRIPTION	CATE-GORY
1	194	50	Learn more about college facts	4	43	106	21	Improve reading comprehension	2
2	189	51	Selecting college major	4	44	106	27	Learn how to set goals	2
3	183	4	Job training requirements	1	45	106	77	Handle pressure from family	6
4	177	24	Develop test-taking skills	2	46	106	82	Accept differing views of others	6
5	175	13	Obtain part-time work	1	47	105	65	Where to get help with problems	5
6	172	49	Learn right education program	4	48	105	75	To make & keep friends same age	6
7	168	2	More aware of career interest	1	49	102	76	Helping a friend on drugs	6
8	168	10	Explore careers in detail	1	50	99	25	Learn to handle pressure	2
9	167	52	How to earn college credit	4	51	99	62	Learn about marriage & family	5
10	166	48	Know about financial aid	4	52	96	73	How to deal with loneliness	6
11	161	7	Get job exp. in career area	1	53	94	12	Counseling for career plans	1
12	161	47	Aware of educ. options after HS	4	54	91	54	Get along better with teachers	5
13	160	8	How courses relate to job	1	55	91	83	Deal with alcoholic family	6
14	160	23	Improve study skills	2	56	90	80	Know more about nutrition	6
15	156	14	What jobs available locally	1	57	89	33	How to participate in Govt.	2
16	151	16	How to interview for a job	1	58	88	36	Understand consumer rights	2
17	150	3	Opportunities in career areas	1	59	88	59	More friends same sex	5
18	149	53	Counseling about educ. planning	4	60	88	63	Changing roles men & women	5
19	146	46	Help selecting right courses	4	61	84	30	Learn to stay healthy	2
20	145	5	Training in career interest	1	62	84	35	Become more self-sufficient	2
21	140	1	How jobs affect life	1	63	83	26	Learn to make decisions	2
22	139	28	Learn to manage time better	2	64	83	32	How to deal with comm. problems	2
23	135	69	Tell others how I feel	5	65	83	40	How to stay in shape	3
24	133	15	How to apply for a job	1	66	83	84	Deal with family changes	6
25	133	67	Accept others thoughts	5	67	80	22	Learn to read faster	2
26	132	18	Increase Math skills	2	68	80	58	Get along with siblings	5
27	132	20	Develop speaking skills	2	69	78	11	Values relate to job plans	1
28	128	42	How to handle things that worry me	3	70	78	56	How to work with counselor	5
29	127	37	Identify strengths and abilities	3	71	77	39	Understand personal values	3
30	124	19	Improve writing skills	2	72	74	57	Get along with parents	5
31	122	41	Understand test scores better	3	73	73	34	Leisure for a better life	2
32	122	45	HS graduation requirements	4	74	73	61	Understand about love & sex	5
33	122	68	Listen to their problems	5	75	73	64	Understand different races	5
34	121	29	Learn to spend money wisely	2	76	73	79	Know effects drug & medicine	6
35	121	72	Understanding death & dying	6	77	72	74	Personal values about sex	6
36	117	66	Needs of elderly people	5	78	68	17	Parents interested in plans	1
37	116	55	Get along with other students	5	79	66	71	Responsibility for actions	6
38	116	60	Make more friends of other sex	5	80	63	70	Get along with supervisor	5
39	113	6	Talk to people employed	1	81	61	31	Understand effects of drugs	2
40	110	9	Changing careers both sexes	1	82	46	43	More about personal care	3
41	110	38	Develop more confidence in myself	3	83	40	78	Know effects of alcohol	6
42	107	81	Talk personal matters with counselor	3	84	34	44	Know importance of HS grad.	4

# RIVER CITY STUDENT NEEDS ASSESSMENT

TABLE 4: RANK OF WEIGHTED NEED INDEX FOR EACH ITEM FOR ALL ELEVENTH A SCHOOL STUDENTS.

21 students							
WEIGHTED NEED INDEX		ITEM NO.		CATE- GORY RANK		WEIGHTED NEED INDEX	
RANK	INDEX	ITEM NO.	ITEM DESCRIPTION	RANK	INDEX	ITEM NO.	ITEM DESCRIPTION
1	163	24	Develop test-taking skills	2	43	62	Learn to make decisions
2	143	2	More aware of career interest	1	44	62	Understand test scores better
3	140	3	Opportunities in career areas	1	45	62	Know more about nutrition
4	130	13	Obtain part-time work	1	46	59	How to stay in shape
5	130	19	Improve writing skills	2	47	59	Learn about marriage & family
6	130	50	Learn more about college facts	4	48	59	How to deal with loneliness
7	129	52	How to earn college credit	4	49	58	Become self-sufficient
8	127	14	What jobs available locally	1	50	58	Talk personal matters counselor
9	125	76	Helping a friend on drugs	6	51	57	Understand consumer rights
10	121	23	Improve study skills	2	52	57	Counseling about educ. planning
11	119	7	Get job exp. in career area	1	53	54	Learn how to set goals
12	118	1	How jobs affect life	1	54	53	Help selecting right courses
13	111	22	Learn to read faster	2	55	53	Get along with parents
14	110	10	Explore careers in detail	1	56	50	To make & keep friends same age
15	110	29	Learn to spend money wisely	2	57	49	Get along with siblings
16	105	51	Selecting college major	4	58	49	More friends same sex
17	101	48	Know about financial aid	4	59	49	Understanding death & dying
18	99	16	How to interview for a job	1	60	48	Identify strengths & abilities
19	97	4	Job training requirements	1	61	44	Changing careers both sexes
20	96	5	Training in career interest	1	62	44	Understand personal values
21	95	15	How to apply for a job	1	63	44	Needs of elderly people
22	96	18	Increase Math skills	2	64	42	How to work with counselor
23	91	69	Tell others how I feel	5	65	38	Understand different races
24	86	21	Improve reading comprehension	2	66	38	Deal with family changes
25	86	42	How to handle things that worry me	3	67	35	HS graduation requirements
26	86	77	Handle pressure from family	6	68	34	More about personal care
27	83	47	Aware of educ. options after HS	4	69	34	Get along with supervisor
28	83	68	Listen to their problems	5	70	34	Know effects of alcohol
29	82	34	Leisure for a better life	2	71	30	Changing roles men & women
30	81	28	Learn to manage time better	2	72	30	Responsibility for actions
31	80	8	How courses relate to job	1	73	29	Understand effects of drugs
32	80	49	Learn right education program	4	74	29	How to participate in Govt.
33	78	25	Learn how to handle pressure	2	75	29	Get along better with teachers
34	76	6	Talk to people employed	1	76	29	Know effects drugs & medicine
35	73	82	Accept differing views of others	6	77	29	Deal with alcoholic family
36	71	20	Develop speaking skills	2	78	25	Get along with other students
37	71	30	Learn to stay healthy	2	79	24	Parents interested in plans
38	67	60	Make more friends of other sex	5	80	24	Understand about love & sex
39	67	67	Accept others thoughts	5	81	24	Personal values about sex
40	64	38	Develop more confidence in myself	3	82	20	Know importance of HS grad.
41	63	11	Values relate to job plans	1	83	20	Where to get help with problems
42	63	12	Counseling for career plans	1	84	14	How to deal with comm. problems

# RIVER CITY STUDENT NEEDS ASSESSMENT

TABLE 5: RANK OF WEIGHTED NEED INDEX FOR EACH ITEM FOR ALL SEVENTH GRADE A SCHOOL STUDENTS.

27 students				27 students			
RANK	WEIGHTED NEED INDEX	ITEM NO.	ITEM DESCRIPTION	CATE- GORY	RANK	WEIGHTED NEED INDEX	ITEM NO.
1	170	38	Develop more confidence in myself	3	43	114	55 Get along other students
2	166	23	Improve study skills	2	44	114	68 Listen to their problems
3	157	25	Learn to handle pressure	2	45	112	19 Improve writing skills
4	156	16	How to interview for a job	1	46	112	33 How to participate in Govt
5	153	24	Develop test-taking skills	2	47	111	51 Selecting college major
6	153	61	Understand about love and sex	5	48	107	1 How jobs affect life
7	152	15	How to apply for a job	1	49	107	11 Values relate to job plans
8	152	58	Get along with siblings	5	50	107	43 More about personal care
9	147	52	How to earn college credit	4	51	107	59 More friends same sex
10	146	46	Help selecting right courses	4	52	107	76 Helping friend on drugs
11	143	47	Aware of EDUC. options after HS.	4	53	106	20 Develop speaking skills
12	143	60	Make more friends of other sex	5	54	105	40 How to stay in shape
13	141	41	Understand test scores better	3	55	104	69 Tell others how I feel
14	138	45	HS graduation requirements	4	56	101	17 Parents interested in plans
15	137	48	Know about financial aid	4	57	100	22 Learn to read faster
16	133	49	Learn right education program	4	58	100	64 Understand different races
17	133	53	Counseling about EDUC. planning	4	59	100	80 Know more about nutrition
18	132	35	Become more self-sufficient	2	60	99	6 Talk to people employed
19	129	3	Opportunities in career areas	1	61	99	67 Accept others thoughts
20	128	21	Improve reading comprehension	2	62	96	36 Understand consumer rights
21	127	7	Get job EXP. in in career area	1	63	96	54 Get along better teachers
22	127	82	Accept differing views from others	6	64	95	26 Learn to make decisions
23	126	31	Understand effects of drugs	2	65	90	44 Know importance of HS grad
24	126	50	Learn more about college facts	4	66	89	10 Explore careers in detail
25	124	42	How to handle things that worry me	3	67	89	63 Changing roles men & women
26	124	84	Deal with family changes-divorce	6	68	89	72 Understanding death & dying
27	123	2	More aware of career interest	1	69	89	77 Handle pressure from family
28	122	14	What jobs available locally	1	70	86	65 Where to get help problems
29	122	18	Increase Math skills	2	71	85	30 Learn to stay healthy
30	122	28	Learn to manage time better	2	72	84	34 Leisure for a better life
31	122	57	Get along with parents	5	73	84	62 Learn marriage & family
32	121	4	Job training requirements	1	74	84	71 Responsibility for actions
33	121	8	How courses relate to jobs	1	75	84	74 Personal values about sex
34	121	73	How to deal with loneliness	6	76	82	9 Changing careers both sexes
35	119	27	Learn how to set goals	2	77	82	39 Understand personal values
36	119	37	Identify strengths and abilities	3	78	78	56 How to work with counselor
37	117	13	Obtain part-time work	1	79	78	83 Deal with alcoholic family
38	116	75	To make and keep friends same age	6	80	75	5 Training in career interest
39	115	29	Learn to spend money wisely	2	81	74	66 Needs of elderly people
40	115	32	How to deal with comm. problems	2	82	64	81 Talk personal counselor
41	115	78	Know effects of alcohol	6	83	49	12 Counseling career plans
42	115	79	Know effects drugs & medicine	6	84	15	70 Get along with supervisor

# RIVER CITY STUDENT NEEDS ASSESSMENT

TABLE 6: RANK OF WEIGHTED NEED INDEX FOR EACH ITEM FOR ALL NINTH GRADE B SCHOOL STUDENTS.

WEIGHTED				WEIGHTED			
NEED		ITEM		NEED		ITEM	
RANK	INDEX	NO.	ITEM DESCRIPTION	CATE- GORY	RANK	INDEX	CATE- GORY
1	201	50	Learn more about college facts	4	43	97	58
2	201	52	How to earn college credit	4	44	97	69
3	186	51	Selecting college major	4	45	95	6
4	176	3	Opportunities in career areas	1	46	95	74
5	176	16	How to interview for a job	1	47	95	79
6	171	48	Know about financial aid	4	48	94	71
7	171	49	Learn right education program	4	49	92	17
8	168	4	Job training requirements	1	50	92	27
9	166	15	How to apply for a job	1	51	92	83
10	166	60	Make more friends of other sex	5	52	91	19
11	149	8	How courses relate to jobs	1	53	91	35
12	149	47	Aware of educ. options after HS	4	54	91	41
13	147	42	How to handle things that worry me	3	55	88	40
14	144	2	More aware of career interest	1	56	87	34
15	144	14	What jobs available locally	1	57	87	56
16	143	5	Training in career interest	1	58	87	59
17	140	7	Get job exp. in career area	1	59	86	63
18	136	26	Learn to make decisions	2	60	86	78
19	134	73	How to deal with loneliness	6	61	83	32
20	132	10	Explore careers in detail	1	62	83	66
21	129	45	HS graduation requirements	4	63	82	18
22	129	46	Help selecting right courses	4	64	82	21
23	129	72	Understanding death & dying	6	65	82	28
24	128	53	Counseling about educ. planning	4	66	77	29
25	125	38	Develop more confidence in myself	3	67	77	84
26	124	39	Understand personal values	3	68	76	64
27	124	76	Helping a friend on drugs	6	69	72	68
28	119	13	Obtain part-time work	1	70	72	70
29	119	62	Learn about marriage & family	5	71	71	67
30	115	25	Learn to handle pressure	2	72	71	75
31	115	82	Accept differing views from others	6	73	69	43
32	114	1	How jobs affect life	1	74	68	65
33	114	36	Understand consumer rights	2	75	67	22
34	114	61	Understand about love and sex	5	76	67	80
35	114	77	Handle pressure from family	6	77	64	30
36	109	23	Improve study skills	2	78	61	81
37	107	24	Develop test-taking skills	2	79	58	54
38	107	37	Identify strengths and abilities	3	80	58	55
39	106	20	Develop speaking skills	2	81	57	33
40	104	57	Get along with parents	5	82	52	11
41	99	31	Understand effects of drugs	2	83	49	44
42	97	12	Counseling for career plans	1	84	34	9
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# RIVER CITY STUDENT NEEDS ASSESSMENT

TABLE 7: RANK OF WEIGHTED NEED INDEX FOR EACH ITEM FOR ALL ELEVENTH GRADE B SCHOOL STUDENTS.

WEIGHTED NEED					WEIGHTED NEED				
RANK	INDEX	ITEM NO.	ITEM DESCRIPTION	CATE-GORY	RANK	INDEX	ITEM NO.	ITEM DESCRIPTION	CATE-GORY
1	225	3	Opportunities in career areas	1	43	79	68	Listen to their problems	5
2	216	2	More aware of career interest	1	44	79	77	Handle pressure from family	6
3	201	7	Get job exp. in career area	1	45	78	62	Learn about marriage & family	5
4	200	5	Training in career interest	1	46	76	46	Help selecting right courses	4
5	184	4	Job training requirements	1	47	75	35	Become more self-sufficient	2
6	180	8	How courses relate to job	1	48	75	60	Make more friends of other sex	5
7	180	51	Selecting college major	4	49	72	54	Get along better with teachers	5
8	176	48	Know about financial aid	4	50	71	83	Deal with alcoholic family	6
9	176	50	Learn more about college facts	4	51	69	9	Changing careers both sexes	1
10	170	16	How to interview for a job	1	52	67	55	Get along with other students	5
11	163	52	How to earn college credit	4	53	67	56	How to work with counselor	5
12	155	14	What jobs available locally	1	54	67	67	Accept others thoughts	5
13	154	10	Explore careers in detail	1	55	66	61	Understand about love & sex	5
14	154	18	Increase Math skills	2	56	65	28	Learn to manage time better	2
15	154	19	Improve writing skills	2	57	65	76	Helping a friend on drugs	6
16	152	15	How to apply for a job	1	58	64	36	Understand consumer rights	2
17	147	49	Learn right education program	4	59	63	34	Leisure for a better life	2
18	146	12	Counseling for career plans	1	60	63	40	How to stay in shape	3
19	144	1	How jobs affect life	1	61	61	27	Learn how to set goals	2
20	142	6	Talk to people employed	1	62	59	45	HS graduation requirements	4
21	130	23	Improve study skills	2	63	59	63	Changing roles men & women	5
22	130	38	Develop more confidence in myself	3	64	59	72	Understanding death & dying	6
23	130	47	Aware of educ. options after HS	4	65	59	75	To make & keep friends same age	6
24	123	42	How to handle things that worry me	3	66	57	17	Parents interested in plans	1
25	122	24	Develop test-taking skills	2	67	57	66	Needs of elderly people	5
26	121	53	Counseling about educ. planning	4	68	57	69	Tell others how I feel	5
27	119	37	Identify strengths and abilities	3	69	57	79	Know effects drugs & medicine	6
28	117	13	Obtain part-time work	1	70	55	31	Understand effects of drugs	2
29	110	11	Values relate to job plans	1	71	55	58	Get along with siblings	5
30	106	20	Develop speaking skills	2	72	53	44	Know importance of HS grad.	4
31	106	29	Learn to spend money wisely	2	73	53	57	Get along with parents	5
32	102	26	Learn to make decisions	2	74	51	59	More friends same sex	5
33	98	41	Understand test scores better	3	75	50	73	How to deal with loneliness	6
34	96	21	Improve reading comprehension	2	76	49	64	Understand different races	5
35	95	22	Learn to read faster	2	77	49	81	Talk personal matters counselor	6
36	87	39	Understand personal values	3	78	47	65	Where to get help with problems	5
37	86	25	Learn to handle pressure	2	79	45	80	Know more about nutrition	6
38	83	30	Learn to stay healthy	2	80	37	71	Responsibility for actions	6
39	83	43	More about personal care	3	81	33	70	Get along with supervisor	5
40	82	33	How to participate in Govt.	2	82	33	78	Know effects of alcohol	6
41	80	32	How to deal with comm. problems	2	83	33	82	Accept differing views of other	6
42	80	84	Deal with family changes-divorce	6	84	29	74	Personal values about sex	6